



Loris Elementary School

901 Highway 9 Business

Loris, SC 29569

Grades	PK-5 Elementary School	
Enrollment	667 Students	
Principal	Mark Porter	843-390-6860
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Joe DeFeo	843-222-5912

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Average
2012	Good	Good
2011	Average	Average
2010	Average	Average
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

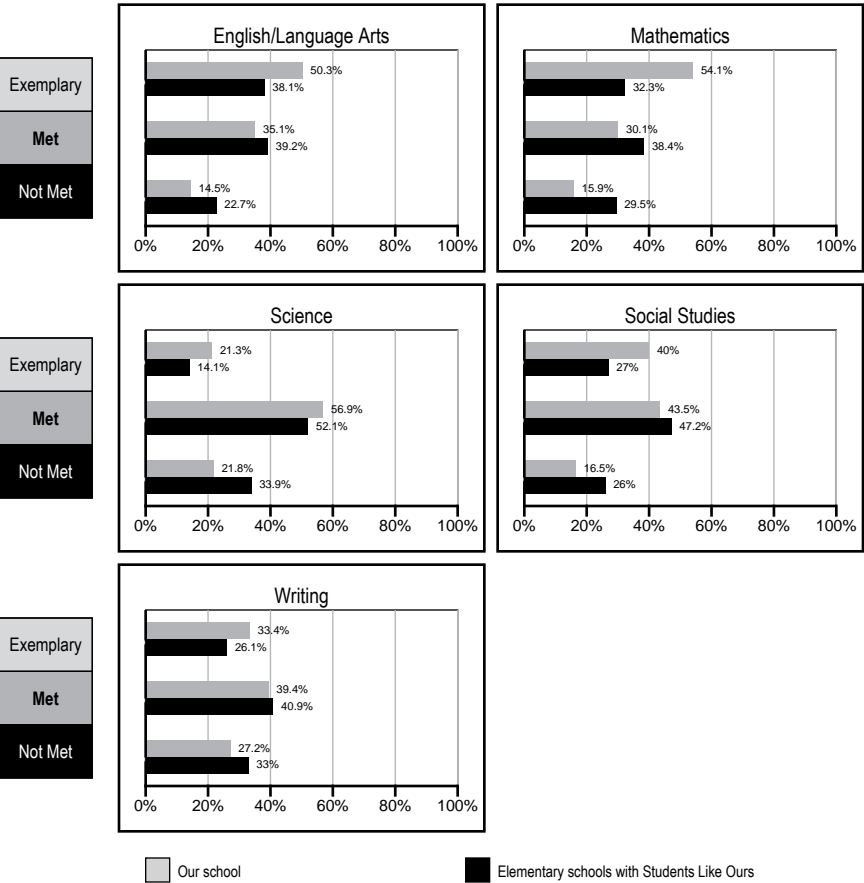
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	24	90	8	1

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=667)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Up from 0.4%	1.2%	0.9%
Attendance rate	95.7%	Down from 96.0%	96.0%	96.3%
Served by gifted and talented program	7.7%	N/A	5.6%	7.2%
With disabilities	14.4%	N/A	14.0%	12.4%
Older than usual for grade	0.7%	N/A	2.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.3%	Down from 4.9%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	Up from 53.7%	61.1%	62.5%
Continuing contract teachers	81.6%	Up from 77.8%	83.3%	83.3%
Teachers returning from previous year	89.7%	Down from 91.5%	88.2%	88.3%
Teacher attendance rate	93.8%	Down from 94.9%	94.6%	95.0%
Average teacher salary*	\$51,533	Up 5.8%	\$47,558	\$48,193
Professional development days/teacher	18.0 days	Down from 21.0 days	11.5 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 21.4 to 1	20.0 to 1	20.1 to 1
Prime instructional time	87.7%	Down from 89.0%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,712	Up 7.8%	\$7,384	\$7,364
Percent of expenditures for instruction**	70.0%	Up from 68.6%	68.0%	68.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 62.2%	65.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been another remarkable year at Loris Elementary! Recognition by the South Carolina Department of Education as a Palmetto Silver School for stellar student achievement on PASS testing and by the National Youth At Risk Council for closing the achievement gap affirms the quality of teaching and learning at Loris Elementary.

This year we continued our partnership with the Leadership and Learning Center whereby teachers received ongoing training and coaching in effective student data analysis. Ongoing professional development and training was provided in effective literacy and mathematics instruction. This training included model lessons, observations by consultants, collaboration with district learning specialists, coaching, constructive feedback, progress monitoring, and effective data analysis. Students in child development through fifth grade received systematic instruction via the Imagine It Reading and Everyday Mathematics programs. Loris Elementary students experienced exceptional growth this year on DIBELS and MAP testing. Significant gains in student achievement can be attributed to differentiated and individualized instruction in reading and math for every student. Intensive small group reading and math intervention was provided to students performing significantly below grade level. Over 250 students were successfully served through instruction via the following programs: Burst, Voyager, Language Exclamation, Kaleidoscope and Number Worlds.

Loris Elementary has proven to be a forerunner in instructional technology innovation. All students access Compass Odyssey, an online program that is differentiated for every student based on individual MAP results. Second grade and special education students participated in BrainWare Safari, which comprehensively develops 41 cognitive skills through online games of logic and cognitive reasoning. A 1:1 laptop program in 4th and 5th grades has proven highly successful. Loris Elementary was recognized nationally for technology innovation by being invited to participate in a Google+ Hangout with the White House. Students and teachers brought home 9 awards from this year's HCS Technology Fair including two out of three teacher awards and the award for Overall Elementary Best in Show!

We believe that the academic success of our students is dependent upon their belief that they can be successful and that it is the job of every staff member to provide support and encouragement towards that end. Students were rewarded through daily incentives, celebrations, and assemblies. We also implement a Lifeskill Leaders Program as well as partner with St. Stephens Episcopal Church and Kids Hope USA, which provide over 40 mentors for at-risk students. We were very proud of our participation in local charities and service learning projects including the United Way, March of Dimes, American Heart Association, Helping Hand, canned food drives and the Solid Waste Authority's Talking Trash Program. Over 400 students received weekend food supplies through the Caring for Kids Program.

Thank you for your continued support of Loris Elementary students, staff and programs!

Mark Porter, Principal
Neil Prince, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	91	61
Percent satisfied with learning environment	100%	92.3%	86.9%
Percent satisfied with social and physical environment	100%	93.4%	88.7%
Percent satisfied with school-home relations	88%	94.5%	85.5%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	95.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Loris Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	670.3	674.6	630.2	652.5	100.0	100.0
Male	667.2	675.1	627.3	651.5	100.0	100.0
Female	673.6	674.0	633.4	653.6	100.0	100.0
White	689.0	696.7	652.1	668.3	100.0	100.0
African American	654.3	654.7	612.1	635.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.5	628.4	589.3	606.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	661.1	665.4	622.2	642.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	111	100	16.3	25	58.7	83.7
	4	126	100	27.9	36.9	35.2	72.1
	5	116	100	18	51.4	30.6	82
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	95	100	5.7	19.3	75	94.3
	4	112	100	17	34	49.1	83
	5	109	100	20.8	49.1	30.2	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	111	100	16.3	29.8	53.8	83.7
	4	126	100	24.6	39.3	36.1	75.4
	5	116	100	19.8	45.9	34.2	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	95	100	10.2	20.5	69.3	89.8
	4	112	100	14.2	37.7	48.1	85.8
	5	109	100	21.7	32.1	46.2	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	55	100	36.5	40.4	23.1	63.5
	4	126	100	24.6	63.1	12.3	75.4
	5	59	100	30.9	54.5	14.5	69.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	48	100	13.3	53.3	33.3	86.7
	4	112	100	24.5	54.7	20.8	75.5
	5	54	100	22.6	64.2	13.2	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	57	100	18.9	39.6	41.5	81.1
	4	126	100	19.7	50	30.3	80.3
	5	57	100	41.1	42.9	16.1	58.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	47	100	11.6	39.5	48.8	88.4
	4	112	100	14.2	45.3	40.6	85.8
	5	55	100	28.3	41.5	30.2	71.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	117	100	22.3	50	27.7	77.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	96	99	24.4	31.1	44.4	75.6
	4	112	100	26.2	42.1	31.8	73.8
	5	108	97.2	30.5	43.8	25.7	69.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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